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ABSTRACT

Four issues of a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies for use by elementary and secondary social studies teachers are combined in this document. The first issue deals with the application of competency-based curriculum to teacher education, focusing on teacher growth and evidence of pupil progress. The second issue, on public doublespeak, features an interview with a member of the National Council of Teachers of English in which the relation of language to public policy is discussed and classroom techniques for preparing children to cope with commercial propaganda are presented. Historian Willa K. Baum explains in the third issue how the methods of oral history can help students gain both social skills and a concern for social action in addition to academic skills. In the fourth issue, on the subject of death and dying, Dr. Elisabeth Kubler-Ross maintains that inclusion of more courses in death education would encourage students to adopt less judgmental, destructive, and materialistic standards. The format of each four-page bulletin differs slightly, but generally each includes a definition of the topic, interviews with leaders in the field, abstracts of ERIC documents related to the topic, a book review, descriptions of related games and learning activities, classroom activities, and a bibliography of books and multimedia products in the field. (Author/DB)

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Looking At...

February 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COMPETENCY-BASED TEACHER EDUCATION

PURPOSE

Looking At... is published to let *you* know what *we* know about an emerging topic of interest or current concern to elementary and secondary social studies and social education teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At...*.

Looking At... is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for a second *Looking At...* on competency-based teacher education and for a *Looking At...* on other topics.

TEACHER COMPETENCY-BASED CURRICULUM: A DESCRIPTION

A teacher competency-based curriculum requires the explication of the specific knowledges and skills that comprise a teacher education program. The interview, book review, ERIC document abstracts, and other items that follow have been chosen to acquaint *Looking At...* readers with the applications and implications of the technique for examining the interactions of individuals in schools.

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A competency-based curriculum provides for the acquisition of teacher competencies that demonstrate capacity to effect changes in pupil behavior. The Committee on National Program Priorities in Teacher Education, established by the U.S. Office of Education, states that three conditions must be present before the content of a teacher education curriculum can be validated: (1) the training program must provide evidence of teacher growth in specified competencies; (2) the school system must provide evidence of pupil progress in the attainment of specific educational objectives; and (3) a research design must be developed to study the relationship between the two sets of measures.

With a special focus on teacher growth and evidence of pupil progress, this issue deals with the application of competency-based instruction to teacher education.

INTERVIEW: EDITH WEST

Dr. Edith West worked on the Minnesota Department of Education's Task Force to Study Programs Leading to Certification for Teachers of Social Studies. She also chaired the committee that edited background papers for the publication *Social Studies Teacher Competencies* (Minnesota Department of Education, reprinted by the University of the State of New York and the State Education Department, Albany, 1973). Three years ago during a sabbatical, West traveled around the United States investigating CBTE programs and activities. She is currently involved in the second year of a program at the University of Minnesota's Teacher Center which is developing teacher competency modules, and she anticipates that these modules will be made available to other professionals. West was interviewed in November 1974 by Bonny Cochran, a Teacher Associate with the SSEC.

Question: What are the key characteristics of Competency-based Teacher Education (CBTE)?

CBTE programs have clearly identified the goals for teacher competencies. As explained at the beginning of such programs, there is a clear relationship between these competencies and the elements in a student's program. In CBTE, teacher certification is contingent upon the demonstration of required competencies. In addition, CBTE evaluation focuses primarily upon classroom performance.

CBTE AND THE SOCIAL STUDIES

Question: What ways have been used to determine the competencies needed by social studies teachers?

One common approach is to analyze the different teacher roles and then determine what teachers must do to handle these roles successfully. Another approach is to seek input from various people: teachers, administrators, social studies supervisors, students, parents, and other community people who might have knowledge of what is needed in their particular kind of school. Program developers also study the literature on teaching, learning theories, and teacher effectiveness. While research findings are inconclusive and even contradictory, some of the literature does help to identify competencies. Educators also draw on their own experiences, rationales, and goals. In addition, competencies could be derived from observing superior teachers and noting the uniqueness of their approach.

continued on page 2

Question: Are there competencies unique to the teaching of social studies?

That depends on the level of generality at which competencies are stated. For example, most people in education would agree that *any* teacher ought to be able to ask higher level questions. Knowing when and how to probe and knowing what kinds of questions to ask are related to the content of the discipline being taught. Similarly, planning sequential experiences for students or devising teaching strategies requires content knowledge as well as knowledge of learning principles or of child and adolescent psychology.

Question: How do you respond to the criticism that CBTE is anti-humanities, that individuals have their own style or art of teaching and should be able to follow it?

Competency-based programs can be humanistic, but they may not be, just as the present programs can be humanistic, but may not be. The CBTE approach assumes that there's no one best teaching style for all teachers, all students, and all situations; that teachers can build on their own strengths in order to develop their best teaching style; and that competency will be measured at least partially in terms of student achievement. If the focus is on student achievement rather than specific teacher competencies, teachers have the chance to achieve goals in their own ways, as long as they get results. Competency programs that help teachers develop a series of specific teaching skills help them acquire a more varied and satisfying teaching style, with a variety of skills at their command. Also, in a competency program students generally have more input than they do in many other programs. They often help in determining some of the goals to be achieved and the ways to achieve them, as well as in negotiating criteria for measuring success.

LEARNING ASSUMPTIONS IN CBTE

Question: What assumptions about learning underlie CBTE programs?

Most people working with these programs think that learning is promoted when students have a clear knowledge of goals, are involved in their own educational planning, and perceive learning experiences as relevant to their goals. Learning is facilitated by reinforcement, practice of skills after studying about them, quick feedback, and provisions for individual differences. There's also an assumption that students are affected by the models they observe; therefore, staff members need to model the behaviors desired of prospective teachers, and college programs should model desirable learning systems.

PRESERVICE AND INSERVICE COMPETENCIES

Question: Are there some competencies that can be developed through preservice training and others through inservice?

I have difficulty making such distinctions and so do teachers and administrators. In part, the difficulty lies with the need for many of the same general competencies to be demonstrated by both beginning teachers and experienced teachers. I think one way of differentiating is to focus on the number of competencies that we expect, rather than on the level of performing one competency. For example, we might limit the number of different kinds of discussion strategies or techniques that the beginning teacher should be able to handle and then expect an inservice teacher to add to that number.

CBTE AND EVALUATION

Question: After the competencies have been determined, how are they measured?

I think that the question of measurement and evaluation is one of the most crucial questions related to CBTE programs. Obviously, we can use tests of knowledge. We also need to use observational schemes to collect data on teacher and pupil behavior in the classroom. In addition, we can examine the products of teaching by looking at pupil growth in various areas, although many people raise questions about doing so.

Question: What are some of the questions involved in the relationship between CBTE and evaluation?

1) Can you set up a minimum performance level regardless of the topic taught, or regardless of the pupils taught, and then measure whether that level has been achieved? Is it fair to measure performance in terms of achievement of objectives by pupils? I think situations differ so much and students differ so much that there's a need for permitting the student teachers to negotiate indicators for success with the cooperating teacher and the college supervisor.
2) Do we have good instruments for measuring some of the competencies?
3) In how many situations and in what contexts must competency be demonstrated? (In different grade levels? In different content areas? In different types of schools?)
4) How many samples of teacher behavior are necessary in order to judge whether a teacher is competent?
5) Who's going to do the evaluating? Can we train college supervisors and cooperating teachers to use fairly complicated observational schemes?

THE LIMITATIONS OF CBTE

Question: What limitations do you see in the competency-based programs?

Some critics think that its focus will result in behavior that is non-adaptive. They feel that CBTE will develop teachers who only follow recipes and who, consequently, lack the philosophical and theoretical base for change and flexible response. I don't think this has to be true. Some competency programs focus on encouraging teachers to use a clinical problem-solving approach to instruction. A program can ask teachers to develop a rationale for teaching, so that they are acting purposefully. One criticism that I make of some programs is that prior to the student teaching experience there is too much attention given to independent learning. Some people almost equate competency programs to independent study packages. I think that's a mistake. One of the greatest objections to competency programs is that good ones are more expensive than older programs. However, the need for certifying "competent" teachers is particularly important in an age when schools are hiring so few. One way of getting change in schools is to produce new teachers who can become change agents.

Question: After considering some of the possible limitations, do you still think that CBTE is worth developing and implementing?

Yes. I was a non-believer for a long time. However, after reading in the field, looking at programs, and trying to examine their potential, I'm convinced that the possible advantages outweigh the possible limitations. I think CBTE can give impetus to curriculum development--something badly needed at the college level. To carefully identify goals and make changes in an entire program offer more promise than to attempt piecemeal changes in separate courses.

ERIC DOCUMENTS

In writing this issue of *Looking At...*, we found that very little has been written about Social Studies Competency-based Teacher Education. We urge those readers who have written about this topic to send us documents for entry into the ERIC system. Send current, non-copyrighted course descriptions, experimental materials, classroom research, and conference research papers about CBTE to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

DOCUMENTS

The documents abstracted below are available from EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210, unless otherwise noted. Microfiche is $.75 for the first 479 document pages and an extra $.15 for each additional 96 pages. Hardcopy is $1.50 for 1-25 pages, $1.85 for 26-50 pages, $3.15 for 51-75 pages, $4.20 for 76-100 pages, and an extra $1.20 for each additional 25 pages. We suggest you refer to the complete abstract in *Resources in Education* before ordering.

A Task Force sponsored by the Minnesota Department of Education has studied programs which lead to the certification of social studies teachers. It has developed a series of helpful papers on CBTE that are identified in ERIC by the following ED numbers: ED 081 667, ED 081 668, ED 081 669, and ED 081 670.

These four papers are available free upon request from Roger Wangen, Social Studies Coordinator, Minnesota Department of Education, Capitol Square, Building 649, 550 Cedar Street, St. Paul, Minnesota 55101. They are abstracted below.

ED 081 667. *A Competency-based Program for Certification of Social Studies Teachers.* St. Paul, 1973. 60 pp. This position paper includes the rationale for a competency-based certification program and an analysis, including guidelines related to the specific areas of competencies to be developed.

ED 081 668. *Social Studies Teacher Competencies: Community, School, and Professional Relations Competencies.* St. Paul, 1973. 26 pp. This paper focuses on community-specific goals for students in the cognitive and affective domains and in skill development. It also lists those teacher behaviors and competencies in the classroom or in other teaching situations which would facilitate pupil learning of each outcome.

ED 081 669. *Social Studies Teacher Competencies: The Affective Area.* St. Paul, 1973. 54 pp. Identifying social studies outcomes in the affective area, this paper lists goals for student attitudinal change and includes detailed suggestions for specific teacher behaviors indicative of the desired outcomes and for representative teacher competencies necessary for making progress in achieving pupil goals.

ED 081 670. *Social Studies Teacher Competencies: The Cognitive Area.* St. Paul, 1973. 65 pp. This report identifies desired goals in the cognitive domain for social studies education. Representative teacher competencies and behaviors useful for helping pupils progress toward these goals are also listed.

ED 033 181. *Performance-based Teacher Education: Publications and Sources of Information for Educators.* Connecticut Commission for Higher Education, Hartford. New Haven Foundation, August 1973. 37 pp. A selected annotated bibliography of publications and information sources related to performance-based teacher education (PBTE). This document is divided into six sections: general materials about PBTE; performance criteria and evaluation procedures (Group A: general materials and sample lists); PBTE program development programs in operation; PBTE activities in various states; publications lists and bibliographies; and newsletters relating to PBTE. Included in each citation are price information and availability.

ED 084 651. *ERIC Abstracts: A Collection of ERIC Document Resumes on Competency-based Evaluation of Educational Staff.* American Association of School Administrators, Washington, D. C. National Academy for School Executives, Oregon University, Eugene. ERIC Clearinghouse on Educational Management, 1973. 21 pp. Key terms used in compiling this collection are *Administrator Evaluation*, *Evaluation Criteria*, *Evaluation Methods*, and *Teacher Evaluation*. This document includes materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials.

ED 090 199. *The Development and Effectiveness of Competency-based Teacher Education Programs in Emerging Institutions.* By Howard M. Fortney and Freda C. Judge; Consortium of Southern Colleges for Teacher Education, Durham, N. C., May 1973. 342 pp. The Consortium of Southern Colleges for Teacher Education is a group of ten "developing" colleges that assist each other in the development of performance-based teacher education programs. The document is a final report of a research project and studies the consortium's goals which are (a) to design, develop, implement, and evaluate competency-based teacher educations at consortium schools; (b) to improve the consortium's organization and services; (c) to provide program sites for demonstrations; and (d) to compare modular trained teacher education students with traditionally trained teacher education students.

ED 091 385. *Toward a Research Model of Multicultural Competency-based Teacher Education.* By Luis Laosa. Paper prepared for the American Association of Colleges for Teacher Education, Multicultural Education/Competency-based Teacher Education, May 1974. 21 pp. This paper presents criteria for developing an adequate multicultural CBTE program. For instance, in order to avoid stifling or rigidifying cultural evolution, models of CBTE programs must be developed which are based on a conceptualization of culture that is not static, but continually evolving. Models must show a sensitivity to the possibility that CBTE is antithetical to the values of certain cultural-linguistics in the United States.

JOURNAL ARTICLES

The following articles on CBTE were annotated in the *Current Index to Journals in Education*. The reader should refer to the appropriate journals at their local library for the articles listed below.

EJ 090 255. "Developing Performance Objectives in Social Studies in Michigan." R. L. Trezise, *Social Education*, vol. 38, pp. 24-29, January 1974. Objectives provide a model for what students should be able to do as a result of the social studies program.

EJ 089 391. "National Commission on Performance-based Education." *Phi Delta Kappan*, vol. 55, no. 5, pp. 296-298, January 1974. This entire January issue addresses CBTE. Other titles include "CBTE: The Ayes of Texas," "CBTE: The Nays of Texas," "The Changing Base of CBTE," "Some Measurement Issues in CBTE," and "Three Stages in the Development of CBTE."

BOOK REVIEW

Competency-based Teacher Education: Progress, Problems, and Prospects. W. Robert Houston and Robert Howsam, eds. Chicago: Science Research Associates, 1972. $3.95, softcover. 182 pp.

Competency-based Teacher Education: Progress, Problems, and Prospects, edited by W. Robert Houston and Robert Howsam, is the result of a conference held in Houston, Texas, in the spring of 1971. Approximately 180 educators from the United States and Canada came together to explore, develop, and share their ideas and concerns related to competency-based teacher education. The contributing authors include Theodore Andrews, J. Bruce Burke, Richard W. Burns, Stephen P. Holowenzak, W. Robert Houston, Robert Howsam, Howard Jones, Frederick J. McDonald, Allen Schmieder, and William L. Smith.

In chapter one, the authors attempt to define competency-based teacher education. They speak of an individualized program, how emphasis is placed on exit rather than entrance requirements, and the current status of competency-based programs. Chapter two looks at explicit objectives. What issues surround the concept of objectives in teacher education? What problems exist in the development and use of objectives? What progress is being made in their use? And what are the future prospects?

J. Bruce Burke begins chapter three by saying that "the traditional curriculum imposes constants of instruction, assignments, and time requirements; the achievement of students is the variable. In the competency-based curriculum, the constant is student achievement while variability of instruction, assignments, and time is permitted and even encouraged."

In the midst of the CBTE controversy is the question of evaluating teacher behavior. Frederick J. McDonald, in chapter four, says this area lacks an instrument with which to measure teacher behavior. The idea of a consortia is proposed by Allen Schmieder and Stephen Holowenzak. This, they say, could be the most powerful instrument for educational change and improvement.

As Howard L. Jones looks at CBTE implementation in chapter six, he cites progress but also warns that the problems of implementing such programs must be realized. "In some cases recommendations are offered for solutions to implementation problems, solutions that seem to have worked in prototype trials at several teacher-education institutions thus far. In other cases questions are raised that to this point have escaped satisfactory solutions." Perhaps one of the most thorny unsolved issues is the assignment of grades to the trainee.

Writing in chapter seven, Theodore Andrews talks about certification. "If there are good reasons for competency-based education, then it seems reasonable to establish a competency-based certification policy that will support it and stimulate the development of others." Mr. Andrews cites what he terms *inappropriate* answers to the question of certification: "(1) federal money is available, (2) it's only a slight adjustment from what we are doing now, and (3) other states are doing it." Some of the more positive reasons he says are "(1) to improve teacher education, (2) to improve learning opportunities for children, and (3) to provide a means for making significant changes in all aspects of education."

In the final chapter, William Smith dwells upon a very important point--priorities. What should come first? Perhaps a pooling of the great and varied talents available, followed by a national assessment of the issues, problems, progress, and prospects of the whole movement.

This book will not solve the problems confronting competency-based teacher education, but it at least gives some insight into those that must *be* solved if CBTE is to become a reality. Therefore, it is useful to anyone thinking about instituting such a program.

--Luther Ford

OTHER BOOKS

National and Regional Developments in Competency Based Teacher Education (CBTE) and Competency Based Certification (CBC). John Pitman. Education Information Center, Rhode Island Department of Education, Providence, February 1974. The purposes of this brief overview are:

1. to define major terms and to review basic differences between traditional approaches to teacher education and certification and CBTE and certification,
2. to consider the factors favoring the development of CBTE/CBC,
3. to discuss the interrelationship between CBTE and CBC,
4. to review national and state actions in CBC as exemplified by selected states, and
5. to list and briefly describe a few of the comprehensive CBTE programs.

This booklet is available free upon request.

The Power of Competency-based Teacher Education. Benjamin Rosner. Boston: Allyn and Bacon, Inc., 1972. $10.25, hardcover. Based on the findings of the Committee on National Program Priorities in Teacher Education, this study looks at five USOE programs in planning and development activities. The findings of this committee suggest a five-year program development plan, including personnel training labs, instructional materials, and career development.

Exploring Competency-based Education. W. Robert Houston. Berkeley, California: McCutchan Publishing Corporation, 1974. $9.50, hardcover. This book consists of an analytical examination of various critics and advocates who are leaders in the competency movement. It speculates on the meaning of CBE, considers major issues involved in implementation, outlines several alternative designs, and considers the basic dimensions of assessment and evaluation.

Multicultural Education through Competency-based Teacher Education. William A. Hunter, ed. American Association of Colleges for Teacher Education (AACTE), Washington, D. C., 1974. $6.00, softcover. The project reported in this book was performed with a grant from the U.S. Office of Education and one from the University of Toledo, through the teacher corps, and subcontracted to AACTE. It is an initial effort to identify teacher competencies needed by all those who teach students in a culturally-diverse society.

Looking At Competency-based Teacher Education was prepared by Bonny Cochran, Luther Ford, and Georgianna Simon, Teacher Associates for the Social Science Education Consortium, Inc.

ERIC ChESS

Looking At

April 1975

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PUBLIC DOUBLESPEAK

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INTERVIEW: DAN DIETERICH

This issue's interview is with Daniel J. Dieterich, Chairman of the Committee on Public Doublespeak of the National Council of Teachers of English (NCTE). The Committee was founded in 1971 with the Council's passage of two resolutions:

> *On Dishonest and Inhumane Uses of Language Resolved*, That the National Council of Teachers of English find means to study dishonest and inhumane uses of language and literature by advertisers, to bring offenses to public attention, and to propose classroom techniques for preparing children to cope with commercial propaganda.
>
> *On the Relation of Language of Public Policy Resolved*, That the National Council of Teachers of English find means to study the relation of language to public policy, to keep track of, publicize, and combat semantic distortion by public officials, candidates for office, political commentators, and all those who transmit through the mass media.

Obviously, these are concerns of social studies as well as English teachers and this is an area in which social studies, English, and other teachers could well cooperate. In fact, a number of social studies people are already involved with the Committee. We thought *Looking At...* readers would like to hear more about doublespeak and the work of the Committee. Karen Wiley, ERIC/ChESS editor, asked Dieterich to tell us about public doublespeak.

Wiley: What exactly IS *public doublespeak*--and what is NOT *public doublespeak*?

Dieterich: Part of it is easy: *public* refers to the communication through the mass media. Now, the hard part: what is *doublespeak*? According to the resolutions passed by NCTE, it is inhumane and dishonest use of language--deception, dishonesty, semantic distortion. All these are aspects of doublespeak, but I don't really think we have a decent definition for it yet. I can say what doublespeak does not include. It's not the study of grammatical errors, of diagramming, of word choice per se. It's not even really the study of euphemism, though euphemism can play a part in doublespeak, depending on context and situation. For instance, we are not out to say, "Euphemisms are bad so don't use them." Also, we're not trying to push an ethical stance on anybody. Rather, what we are trying to do when focusing on doublespeak is to analyze the way language relates to people and to society. What we are saying is, "Here are some tools that people can use to analyze any group's language--to cut through it, to get down to the bare bones somehow, to see what's being done with that language."

> The Committee on Public Doublespeak gave its annual Doublespeak Award in the category of "misuse of euphemisms" to Colonel Opfer of the U.S. Air Force, who told reporters in Cambodia, "You always write it's bombing, bombing, bombing. It's *not* bombing! It's air support."

Wiley: Some critics of current language usage seem to be trying to put a straitjacket on the language. For instance, they criticize *all* uses of slang and neologisms, seemingly not wanting the language to change at all. Isn't that going too far?

Dieterich: There is a diversity of opinions about language misuse. I don't go along with several people I have heard recently who say that there is one proper way of saying things and that anyone who varies is wrong. I am not trying to put that kind of straitjacket on people. Some people are worried the language is being hurt through public misuses such as improper grammar. I'm not too worried about the suffering that language is going through; I'm worried about the suffering that people are going through because of misuse of language. I don't care if someone says "ain't." What I care about is the language technician--a communications expert--who spends six weeks constructing a 60-second message aimed at getting seven-year-old children to do something they wouldn't normally do, and the children don't even know why they do it or how to deal with the message they receive! It is not a matter of sloppiness on the part of the communications expert; it is a matter of extreme finesse--that's my concern. The use of language is becoming more sophisticated; people are

using it with much greater skill than ever before. To answer your question then--what is fair game for the committee's criticism?--it is the misuse of public language to persuade individuals, as consumers or citizens, to make judgments on the basis of insufficent or incorrect information.

Wiley: Why should anyone be concerned about misuse of language? Why shouldn't people be able to say whatever they want, however they want to say it?

Dieterich: People can, do, and should be able to say whatever they want to say, however they want to say it. *But*, people should also be able to recognize and deal with the misuse of language. We use language in order to control our fellow human beings. I am out to give people the critical thinking skills they need in order to recognize the ways in which they are being controlled. Then they can either accept the control or reject it, as they see fit. I'm not trying to tell people how they should talk--only how they should listen.

Wiley: Searching for examples of public doublespeak can be a lot of fun and can give us some good chuckles. But aren't there some deeper issues involved?

Dieterich: One of the prime issues is the public's right to know the truth about the people they elect to office. People have got to have *free access* to information in a democracy, but that isn't enough. They also have to be able to *analyze* the information they receive. A second issue stems from our need as a capitalistic society to have access to information about the products we buy. We have to buy wisely and intelligently, but we don't. The reason we don't is we can't. We can't because we don't have the tools to analyze the language that is being used on us. Not only verbal language, but the other symbol systems which are involved, such as color and music. We don't know what's happening to us in a commercial. We say we don't listen to commercials, but in fact we do. And we make purchases based on commercials--otherwise industry wouldn't spend $26 billion a year making them!

> ERIC is not immune to doublespeak: in the latest version of the Thesaurus of ERIC Descriptors, under the term POVERTY readers are advised to "use Economic Disadvantagement."

Wiley: What are the major analytic tools around which a course on doublespeak might be built?

Dieterich: There are several tools, including the rhetorical, the general semantics, and the linguistic approaches. Social studies teachers may be familiar with the traditional *rhetorical approach*. It is reflected in the Institute for Propaganda Analysis framework, which identifies seven techniques used in propaganda--"band wagon," "glittering generalities," and so on. Hugh Rank (a member of the Committee) is trying to up-date this approach by developing a different set of analytic criteria. He has drawn up a four-part pattern. When people try to persuade others they tend to do one or more of four things: they tend to exaggerate their own good points, to exaggerate their opponents' bad points, to downplay their own bad points, and/or to downplay their opponents' good points. That is the basic framework. From that you get into the complexities. Some sections of Rank's approach are available already from the Committee. The *general semantics* approach is founded on the theory that the relationship between language and reality is somewhat like the relationship between map and territory. When people begin mistaking the map for the territory, they are in big trouble. All sorts of complexities are derived from that one little simile. S. I. Hayakawa's *Language in Thought and Action* describes this approach and the International Society for General Semantics, based in San Francisco, distributes a number of other reading materials on it. The *linguistic method* is an analysis of the way that language works in society. Julie Stanley, another member of the Committee, has written several papers on this approach which are available through the Committee. They analyze the way that linguistic construction can be used to hide meaning. For instance, how do you make an unflattering statement about someone without taking the responsibility for having made it? Well, you can say, for instance, "This person seems to be dishonest." And what does "seems to be" mean? What it really means is "it seems *to me*," but "seems to be" diffuses the responsibility for the statement. The linguistic approach examines such aspects of language as syntax and word choice.

> The Vietnam War "was conducted not in secret, but in jargon." --Henry Fairlie, "The Language of Politics," *Atlantic*, January 1975.

Wiley: What are some learning activities that could be used by a teacher or team of teachers?

Dieterich: One thing students and teachers could do is evaluate advertising. They can transcribe television or radio commercials or take ads out of magazines and newspapers and then see if they can find any positive claims in them: what is it that makes this product different from every other? They will find out, not surprisingly, that usually there isn't anything that makes one product different from any other. When they do find a positive claim, they can sit down and test it themselves. Sometimes this will require a laboratory, but ordinarily a high school or college student would have no difficulty in verifying or disproving it without special equipment. They could analyze sexist language. Again, they look at mass media and see the way that the sexes are referred to. Are they dealt with identically? Are different vocabularies used? What are the connotations of the different words used to describe men and women? In a similar vein, they could analyze military language--not beginning with the assumption that the military is either good or bad but studying the particular and peculiar nature of military language. What is the subject matter of military language? Does that give us some indication of why military language is the way it is? The main thing, of course, in this area would be euphemism. What euphemisms are used? Why are they used? How are they used? Another kind of activity would be studying the role of the Federal Communications Commission in regard to the mass media. What does it do? Who is on it? Whose interests do its members protect? These are just a few examples of learning activities.

COMMITTEE ON PUBLIC DOUBLESPEAK

The Committee has a regularly published newsletter, offers a number of publications for teachers, has a number of other publications "in the works," and provides a variety of services, such as conducting workshops and suggesting speakers. It is housed at the headquarters for the National Council of Teachers of English (wherein is also housed the ERIC Clearinghouse on Reading and Communication Skills). For more information, write the Committee at 1111 Kenyon Road, Urbana, Illinois 61801.

ERIC DOCUMENTS

The documents abstracted below are available from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210, unless otherwise noted. Microfiche (MF) and hardcopy (HC) prices are given for each document. We suggest you refer to the complete abstract in *Resources in Education* before ordering.

ED 084 563. *The Language of Persuasion.* English, Vocabulary: 5114.68, authorized course of instruction for the Quinmester Program. By Irvin Goff. Dade County Public Schools, Miami, Fla., 1972. EDRS Price: MF-$0.75, HC-$1.50, plus postage.

Developed as a high school unit, this guide provides the teacher with strategies for the study of speakers or writers as persuaders; the identification of the logical and psychological tools of persuasion; the examination of levels of abstraction; the techniques of propaganda; and the effective forces in advertising. The subject matter includes (1) identification of devices used by propagandists and evaluation of their effectiveness; (2) evaluation of news in the mass media; (3) evaluation of advertising in the mass media, including analysis of techniques and identification of appeals; and (4) instruction and practice in the use of persuasion. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources is provided.

ED 069 008. *Political Rhetoric of Our Times*, edited by James W. Chesebro and John F. Cragon. Student Press, Minneapolis, Minn., 1971. EDRS Price: MF-$0.75, HC-$1.85, plus postage.

This student-published quarterly journal is a forum for student thought on contemporary issues in rhetoric and communication. This issue focuses on the "Political Rhetoric of Our Times." The articles in this issue focus on the following topics: application of fantasy themes to individual role identification in the small group setting; an analysis of the use of the "Cold-War Phantasy" themes that Johnson and Goldwater identified with in their 1964 presidential campaigns; examination of President Nixon's rhetoric of withdrawal; and investigation of the rhetorical strategies of radical movement groups, such as the "Political Revolutionary," "Cultural Revolutionary," "Superstar," "Urban Guerilla," and "Political Anarchist."

ED 094 063. *Language and Social Problems*, by Murray Edelman. Wisconsin Univ., Madison, Inst. for Research on Poverty, 1974. Paper presented as part of symposium dedicating new Foreign Languages Building (University of Illinois at Champaign-Urbana, April 5, 1974), EDRS Price: MF-$0.75, HC-$1.85, plus postage.

The language in which we discuss public issues and public officials subtly evokes problematic beliefs about the nature of social problems, their causes, their seriousness, our success or failure in coping with them, which of their aspects are remediable, which cannot be changed, and what impact they have on which groups of people. Social cues rather than rigorous analysis also evoke widespread beliefs about which authorities are competent to deal with particular problems and the levels of merit and competence of various groups of people. Individuals often acquire conflicting cognitive structures regarding controversial problems. One such pattern of political myth typically defines authorities as competent, those who suffer from the problem as themselves responsible for their troubles, and the political system as sound. The alternative pattern depicts authorities as supportive of elites, those who suffer from the problem as victims, and the system as exploitative. A metonymic or metaphoric reference to any theme in such a pattern of beliefs evokes the entire structure; and syntactic forms can also evoke belief patterns. The fact that a conflicting set of beliefs is also present in the culture and in the mind helps people to live with their ambivalence and to accept public policies they do not like.

SOME BASIC BOOKS

Haig Bosmajian. *The Language of Oppression.* Public Affairs Press (1975, $4.50). If you're interested in the language of white racism, of sexism, of Indian derision, of the military, try this book.

Robert Cirino. *Power to Persuade: Mass Media and the News.* Bantam Books (1974, $1.25). A textbook, geared to the secondary school level, for teaching analysis of the way the mass media persuade people.

S. I. Hayakawa. *Language in Thought and Action.* 3rd ed. Harcourt Brace Jovanovich (1972, $4.95). Presentation of the general semantics approach.

NCTE Committee on Public Doublespeak. *Doublespeak and Ideology in Ads: A Kit for Teachers.* National Council of Teachers of English (1974, $1.00). Some ideas to help teachers get started.

George Orwell. "Politics and the English Language" in *A Collection of Essays by George Orwell.* Harcourt Brace Jovanovich (1970, $2.45). A forerunner of today's doublespeak critique.

George Orwell. *1984.* New American Library (1971, $.95). The "classic" novel in which Orwell coined the term *doublethink*, from whence came the NCTE Committee's *doublespeak*.

Vance Packard. *The Hidden Persuaders.* Pocketbooks (1957, $.95). An "oldie but goodie" on advertising.

Neil Postman, Charles Weingartner, and Terry Moran, eds. *Language in America.* Pegasus (1970, $1.75). Essays responding to the question, "To what extent is the language of politics/advertising/psychotherapy/education/bureaucracy/etc. facilitating or impeding our chances of survival?"

Hugh Rank, ed. *Language and Public Policy.* National Council of Teachers of English (1974, $4.95). Statements from a variety of sources on the misuse of language.

David Wise. *The Politics of Lying: Government Deception, Secrecy, and Power.* Random House (1973, $1.95). Traces government deception and secrecy under four administrations, two from each major party.

Will we ever forget the press conference at which Ron Zeigler, then press secretary to President Nixon, declared all previous statements issued by the President on the subject of Watergate to be "inoperative"?

LEARNING ACTIVITIES

Cartoons

Political and editorial cartoons frequently illustrate the gap between a doublespeak statement and more accurate reality. Often this is done by showing the situation graphically from the point of view of the person or groups who are *acted upon*, while making part or all of the caption be the doublespeak statement--the statement of the person who is the *actor*. For example, a cartoon entitled "Urban Renewal = Negro Removal" shows large numbers of blacks being carried off in pickup trucks to make way for the wrecking crews.

Select several editorial cartoons to illustrate this technique, then instruct the students to search for more examples of how doublespeak can be deflated through cartoons. Discuss what purposes or points of emphasis can be served by a choice of a particular language style. Why would one person prefer to use doublespeak and another the more graphic language or representation? Are powerful or powerless people more likely to use doublespeak? What motive does the cartoonist have in exposing the dichotomy between the two different messages?

Charades

Collect three or four examples of doublespeak and select several students to act them out as charades for the rest of the class to figure out. Make sure the students you have selected know what the example really does mean. Probably it will be very difficult for the guessing students to figure out the actual quotations or statements, and they will complain that the game of charades should not be that difficult. After the charades have been performed, debrief the experience. Discuss with the students why it was so hard to figure out the charades. Was it because the words are almost meaningless, or quite widely separated from the actions they really imply?

BOOK REVIEW

The Analysis of Public Issues Program. James P. Shaver and A. Guy Larkins. Boston: Houghton-Mifflin Company, 1973.

The Analysis of Public Issues Program (API) is an interdisciplinary curriculum for students in grades nine through twelve. Included in the materials are a 442-page student text, *Decision Making in a Democracy* ($4.80); a comprehensive 420-page teacher's guide, *Instructor's Manual: Analysis of Public Issues* ($8.97); an audiovisual kit containing three color filmstrips, five cassette tape recordings, and 49 transparencies ($64.50); plus tests and homework assignments ($27.00). Complementing the program are seven problem booklets ($1.65 each) that are accompanied by teacher's guides ($.60 each). The booklets provide opportunities to put into practice the skills acquired using the text. Among the topics considered in the booklets are the environment, riots of the 1960s, women's rights, students' rights, the American Indian, and relations between the police and Blacks.

API is essentially a program designed to encourage and teach reflective thinking. Like other programs of this kind, techniques of propaganda analysis and the scientific method are employed. However, because the content focus is on the analysis of public issues, the typical "critical thinking" model has been expanded to include value clarification and careful consideration of the consequences of bias, value conflict, differing frames of reference, stereotyping, and emotionally loaded language. Furthermore, the students are actively involved in the process of decision making and, from their involvement, gain an understanding of how language affects reactions and behavior.

The entire program is pertinent to the problem of public doublespeak, and portions deal with it directly. A brief overview of the concepts that the developers consider basic to reflective thinking illustrates this. The teacher's guide contains an Outline of Concepts. Its first section presents concepts that deal with the individual's need for predictability and order in the world. These needs are related to perceptual sets, predispositions, frames of reference, and the ways in which discrepant messages are processed. Language impinges on all these phenomena. Thus, the processes, the extent, and the consequences of such impingement are carefully examined. The next section of the Outline includes semantic concepts such as the nature of words, the relationship of language to thinking, and the positive and the negative role language plays in thinking and communication.

The third part of the Outline deals with three types of disputes that may occur during examination of public issues and introduces those concepts and techniques considered appropriate and ethical for handling each. One type of dispute may arise over the nature of words. This demands a recognition that word meanings are conventions and that there is no natural relationship between any word and that to which it refers. The two other types of disputes are those that occur because facts cannot be agreed upon and those that occur because value premises are in conflict. Techniques of data-gathering, verification, and value clarification are stressed as appropriate means for handling differences of opinion.

Students who use these materials should be better equipped to analyze and make decisions about public issues. In addition, the skills which the program teaches can be used to enhance reflective thinking in all areas--public and private. The program offers an exemplary model with which to attack doublespeak.

PROPAGANDA GAME

The Propaganda Game is designed to promote clear thinking by requiring its players to become aware of specific techniques used in illogical thinking. Players are given examples of illogical and manipulated language drawn from advertisements, political speeches, and other types of everyday communications. Over 100 examples are provided; others can be obtained from magazines, public records, and such sources. Players must identify the technique employed in each example. A list of 55 techniques of abusing logic is provided with the game. It includes, among others, techniques of self-deception (such as prejudice and wishful thinking), of language (such as metaphor and shift of meaning), and of maneuver (such as leading questions and victory by definition).

CONTRIBUTORS TO THIS ISSUE include Bonny Cochran, Jill Hafner, Mary Jane Turner, and Karen Wiley.

ERIC ChESS

Looking At

September 1975

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ORAL HISTORY

purpose

Looking At... is published to let *you* know what *we* know about an emerging topic of interest or current concern to elementary and secondary social studies teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At....*

Looking At... is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for possible topics for future issues of *Looking At....*

INTERVIEW: Willa K. Baum

Although oral history is probably as old as mankind, its use in the classroom is fairly recent. If the cheap cassette tape recorder is the medium, the current concern with heritage, ethnicity, and self-identity is the catalyst. The message, a richer more representative social history, will be used in the future by a wide variety of researchers. The most immediate and obvious application of the method is in the pre-collegiate study of local history. But, as Mrs. Baum points out in the following interview, students gain much more than subject-matter mastery from the use of the technique. Social skills and a concern for social action are almost inevitable results.

Willa K. Baum is director of the Regional Oral History Office, Bancroft Library, University of California at Berkeley. The Office is concerned with the collection and preservation of reminiscences of persons who have made important contributions to the development of the West. Her pamphlet, cited in the bibliography on page 3, and her addresses on the subject of oral history have been adapted by secondary teachers across the nation.

Bonny Cochran conducted the interview. She was a Teacher Associate with the Social Science Education Consortium during the 1974-1975 school year and has now returned to her teaching position at Bethesda-Chevy Chase High School in Maryland.

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Cochran: What is oral history?

Baum: Oral history is a method of collecting historical information. I'd like to emphasize the word *method* because oral history isn't a subject field. The method includes planned-in-advance, tape-recorded interviews with someone who has firsthand knowledge of an event or a way of life that's of some historical interest. It is *not* random conversation tape recorded. The interviewer and interviewee know that they're going to be tape recorded as they talk about something for historical preservation and they aren't just chatting. People have asked, "Aren't the Nixon tapes oral history?" I'd certainly agree that they are history and that they were tape recorded, but they are not oral history. They were not planned; the speakers had no knowledge that their conversations were going to be preserved.

Cochran: How does *oral* history fit into *local* history?

Baum: I think a lot of people combine the idea of oral history with local history. Local history is the subject--what you're studying--and oral history is the method. They go together very well--ideally, I think, for the elementary or secondary school level. Local history can be broken down into subfields such as local agricultural history, local urban history, local minority history and women's history. Oral history is especially appropriate to that newest subdiscipline, family history.

Cochran: What makes a good oral history interview?

Baum: Well, the first requirement is planning a reasonable project. What historically relevant subjects can you find out about from narrators--the persons interviewed? What questions should be asked? How should they be asked? The next requirement is that you select suitable narrators--persons who have a reason to know about the subject of the interview. In other words, don't ask somebody who was a factory worker about early farm practices. Third, the interviewer should have some knowledge of the subject of the interview--that means prior research--so he or she can keep the interview going with intelligent questions. Further requisites are that you have a tape recorder and know how to use it; that you have permission to use the information gained from the interview; and that you have some idea of what you are going to do with it. The last point is particularly important. I think that if you just go out and interview zillions of people for fun without any idea of ever doing anything with the data, you are not doing good oral history. Also, students, I think, like to do something that is going to be useful, not just a make-work thing.

Continued on Page 2

Cochran: What sorts of things could students do with the results of their interviewing?

Baum: Well, the class can put together some kind of group or individual reports. If they have taken a local-history subject, the chances are that there is no other information on what they've tried to find out and that their report will be a valuable addition to the historical information about their community. If their tapes are good--and I think the teacher needs to be quite selective--the tapes can be deposited in the local library or the local historical society. It really gives a lift to the whole program if students and narrators know that the good tapes will be selected for permanent preservation. Students can also put on an exhibit. They can gather photographs and objects and put together excerpts from the interviews. They can develop a media show with slides and tape excerpts from transcripts. All of these things require a certain amount of technical skill in handling tapes, photographs, and print, but I think secondary school students are very skillful at this.

Cochran: Do you think there are any good reasons to include oral history in the high school curriculum?

Baum: Yes. I think there are many good reasons. Much depends on doing it well, of course, but I think that it is an effective way of turning students on to the fun of learning. Oral history has been used in both urban and rural environments. In both settings students who certainly are not interested in history and possibly not interested in reading and writing become interested in these things via oral history. You can catch students with their interest in the tape recorder. In taping their interviews the students begin to relate themselves to the subject that they are studying, they begin to learn how to listen to people, and so on. In very small steps they begin to relate themselves back one generation or two generations and eventually begin to recognize themselves as part of the ongoing movement of humanity, which I think is part of the purpose of education.

Cochran: You mentioned a specific skill--listening--that can be learned through oral history. Are there other skills?

Baum: First, I think the method of oral history teaches students a way of finding out about something--anything--a way of doing research, let's say. To prepare oneself for an interview, you have to learn something about the use of the library and also about looking at pictures, newspapers, and such. So students learn some of the skills of library-type research.

But they also learn to *go and ask people* for information. One of the things that we have found here in our office is that our graduate students are excellent at doing library research and using manuscripts, that they will come in and use our transcripts and even our tapes; but they are appalled when we suggest that they should just go out and ask a person for information we don't have on our tapes or transcripts. I think that, if the high school student can learn to go out and question people to find out about something, then that is an important thing to learn, even if it isn't history that they are asking about. Not only can they learn the value of oral questioning; also they can develop their skill in asking questions. And questioning is a social skill which is valuable in whatever you are going to do.

Another reason to include oral history in the high school is that it will help students gain an understanding and an appreciation of the older generation. It strikes me that many young people have just never taken the time to listen to an older person.....and vice versa. Young people and older people often find they don't take the time just to sit and talk. The oral interview requires them to do that. I think that the older and younger generation can learn to talk to each other through oral history. If students go to the step beyond the interviewing and listen to the tapes carefully, or if they go through the painstaking process of transcribing it, they will begin to get a feel for language and understanding of how words are put together and what kind of communication is effective. Further, they certainly can learn spelling and punctuation if they go that transcribing step. (In that regard I think that oral history can be used in the typing classes. This would be a secondary use, but the typing classes might be plugged into the oral history program to help provide transcripts of the tapes.)

Also, students can develop organizing skills. The interview should be organized first for the kinds of questions to ask. The questions must be put into a reasonable order--an outline. As all teachers know, teaching students to outline is very difficult. Yet to prepare a good oral history interview is simply to outline. Afterward, the transcripts should be organized for some kind of final report.

Cochran: Does oral history yield a different kind of data from that traditionally available to high school students?

Baum: It doesn't necessarily yield more than the use of diaries, letters, and other personal materials that have been used in history. But in oral history you begin to get the emotional content in the voice tones and in the way people describe things and tell what these things meant to them. I think that oral history introduces high school students to the way history affects a person's life. Also, there are many groups of people who haven't ever been documented because they weren't quite in the mainstream of history. Those groups are especially valuable for students to do oral history with because the tapes the students collect actually add important new information to the field.

Getting Started

One technique for getting started is to play excerpts from Studs Terkel's record "Hard Times" (Caedmon Records). If you also have them read transcriptions of the interviews as they are listening, they seem to develop a sensitivity to oral history quickly. Have them jot down notes as they read and listen, and then break the class into six or seven groups. Have each group decide which interviews produced the best information. Then have each group develop three or four questions they would ask if they had been doing the interview. Discuss these with the class as a whole.

Guidelines for Doing Oral History

(from interview with Willa K. Baum)

1) Oral history, like any field work, requires a lot of personal guidance if it is going to be a valuable educational experience for the students. This guidance can come from school volunteers and teaching aides as well as from the teacher. Experienced students can help inexperienced ones, too.

2) The focus of the work of the class should be on one topic. Much of the value of the technique comes from students sharing their research and cooperatively evaluating the information they have obtained.

3) It is necessary to prepare carefully before starting the interviewing, although the class should not spend so much time on this that the students lose interest before the interviewing begins. One aspect of preparation is "boning up" on background information. Both teacher and students should bring in primary source materials, such as old newspapers, wills, diaries, photo albums, and scrapbooks--things that will help students develop a more immediate feeling for the past than reading textbooks.

4) Another aspect of preparation is practicing interviewing techniques and using the equipment. The equipment should be very simple. Practice can be brief. Students might interview each other or members of their families and then discuss which techniques were successful and which weren't..

5) Even though many students will be able to come up with appropriate narrators on their own, the teacher should be prepared to help find narrators. (This means, too, that the topic chosen should be one for which suitable narrators are available.)

6) It is important for the teacher to see that the appointment for the interview is made through an official source. Students should not be solely responsible for explaining the project and should not have to risk being turned down just because they are adolescents. A printed explanation of the project on school stationery is helpful.

7) Students should go out in teams of two or three. One of the team members might be more experienced, perhaps a student from the previous year's course. The teacher probably shouldn't go along with secondary students--they should be allowed to sink or swim on their own. With elementary students, it's a different matter, though.

8) Students should be required to do two separate interviews so they can profit in the second from what they learned in the first. The first one should be "debriefed" before they go out to do the second.

9) Each student should summarize his or her own findings from the experience: what he or she learned personally from the experience, what he or she found out about the subject matter, how the findings fit into the broader perspective of the topic that the class as a whole has been working on.

10) The tapes should be evaluated when they are completed. They shouldn't just be done and put away. There should always be some sort of planned finale--a little publication of excerpts, an exhibit or multi-media presentation for the local historical society, a party with the narrators as guests.

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Baum, Willa K. *Oral History for the Local Historical Society.* 1974. 63 pp. American Assoc. for State and Local History, 1400 8th Ave. So., Nashville, TN 37203. $2.25.

Bibliography of Oral History. 1971. Oral History Assoc., Waterman Bldg., Univ. of Vermont, Burlington, VT 05401. $2.00. Almost everything written on oral history before 1970, with comments.

"The Handling and Storage of Magnetic Recording Tape." *Sound Talk,* 3:1 (1970). Product Communications, 3M Company, 3M Center, St. Paul, MN 55101. Free. Excellent basic booklet on how to store tapes.

McCracken, Jane, ed. *Oral History--Basic Techniques.* 1974. 20 pp. Manitoba Museum, 190 Rupert Ave., Winnipeg, Manitoba R38 0N2, Canada. $1.00. Good examples of an interview question outline and an index to an interview.

Oral History Review, 1973. Oral History Assoc., Waterman Bldg., Univ. of Vermont, Burlington, VT 05401. $3.00. Contains some significant articles on legal considerations, oral history in teaching, oral history with Blacks, Indians, and Latin Americans, and oral history in Canada.

Recording Basics. Product Communications, 3M Company, 3M Center, St. Paul, MN 55101. $1.00.

Sound Heritage, 3:1 (1974). Aural History Institute of British Columbia, 40 Provincial Archives, Parliament Bldg., Victoria, B.C., Canada V8V 1X4. $2.00. Annual subscription, $4.00. This issue contains article on how to use oral history in radio broadcast.

Terkel, Studs. *Hard Times: An Oral History of the Great Depression.* 1970. 533 pp. Pantheon Books/Random House, 201 E. 50th Street, New York, NY 10022. Paperback $1.50. Outstanding example of interviewing and selecting excerpts of interviews on a major theme.

Tyrrell, Wm. G. *Tape Recording Local History.* 1966. 12 pp. Technical leaflet 35. American Assoc. for State and Local History, 1400 8th Ave. So., Nashville, TN 37203. $0.50.

Wigginton, Eliot, ed. *Foxfire 1 & 2.* 1972, 1973. Anchor Press/Doubleday, 501 Franklin, Garden City, NY 11530. Approx. $5.00 each, paperback. Two books on how to live physically, socially, and morally, as told and shown by the old timers of Appalachia to the kids of Rabun Gap, Georgia, high school.

Keeping Track

You'll want to develop some sort of cataloging system for keeping track of the interview tapes. The form below is the one used by the Bancroft Library at the University of California, Berkeley.

MODEL CATALOGUE FORM*

General Topic of Interview_____

Date_____Place_____Length_____

Personal Data:

Narrator	Interviewer
Name_____	Name_____
Address_____	Address_____
_____	_____
Name, address of relative, friend	Relationship to narrator (co-worker, neighbor, etc.)_____
_____	_____
Birthplace_____	Length of acquaintance_____
Birthdate_____	_____
Occupation(s)_____	What was the occasion of the interview?_____
_____	_____
_____	
Interview Dat :	
Side 1	
Side 2	Subjects covered, in approximate order (please spell out names of persons and places mentioned).
Estimated time on tape:	
_____	_____
_____	_____
_____	_____
_____	_____
*reprinted by permission	Use back of sheet if needed

Recent United States History Topics

A very appropriate use of oral history is in the traditional American history course offering. Prohibition, the Great Depression, the home front during World War II, and the peace movement are popular topics. Differences in the experiences of persons who lived in different areas of the country at the time, their social and economic statuses, their ethnic backgrounds--all of these provide excellent data for students to analyze before drawing conclusions about how one ought to accept the standard textbook coverage of an event. Some more recent events also lend themselves to this technique. Students might:

1) Collect interviews with veterans of the Vietnam War. Develop a retrieval chart which will show differences in experience, length of service, attitudes toward the conflict, acceptance of the treaty terms. Caution students about drawing conclusions from insufficient data, but do allow them to analyze the tapes and charts for trends. The Korean conflict might be studied in the same manner.

2) Develop a perspective on the energy crisis, pollution, or population growth. Interview older members of the community concerning their views now and their recollections as to the importance of these national problems in the past.

3) Analyze the impact of Watergate on the local political scene. Interview many members of different groups to see how their perceptions of that chain of events correlates with what they read or heard from the national news media. Have students compare this with their textbook presentation.

Summary Presentations

Simply sitting and listening to tapes can be dull. Suggest to students that they liven up the presentation of their tapes with a multi-media approach. They might:

1) Choose one topic of local concern, i.e., mine safety, and develop an edited tape on which several men describe the various equipment which has been developed during the mine's existence. Exhibit the equipment that is being described. This may have to be done through photographs.

2) Synchronize slides made from old photographs with comments made by eyewitnesses to some important local event--the day the courthouse burned down, for example.

3) Edit a tape of several people describing how an artifact was made. Examples include soap, quilts, horseshoes, water witch rods. Pass samples of the items around the classroom as the tape is being played.

4) Build scale models of some monument in the local area. Have "old timers" describe why it was built, how it was funded, and what kinds of controversies arose concerning it. (There are always controversies and these add spice.)

5) Make a movie of the history of the school. Have the oldest living graduates do the narration. Be sure that they are interviewed before the script is written, so that their reminiscences become the focal point.

CONTRIBUTORS TO THIS ISSUE INCLUDED Christine Ahrens, Bonny Cochran, Nancy Dille, Fay Metcalf, Joan Russell, Georgiana Simon and Karen Wiley.

ERIC ChESS

Looking At

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November 1975

DEATH and DYING

purpose

Looking at... is published to let *you* know what *we* know about an emerging topic of interest or current concern to elementary and secondary social studies teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At....*

Looking At... is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for possible topics for future issues of *Looking At....*

INTERVIEW: Elisabeth Kubler-Ross, M.D.

More and more people today are expressing an interest in death and dying. Some teachers have already incorporated courses on death into their curricula. To find out more about the subject and how it can be taught in the classroom, we interviewed Dr. Elisabeth Kubler-Ross of Ross Medical Associates in Flossmoor, Illinois. Dr. Kubler-Ross has conducted scores of workshops on the care of dying persons, done extensive research in the field, and counseled many dying patients. Over one million people have attended her lectures and seminars. The results of her work are published in her book, *On Death and Dying* (New York: Macmillan, 1970).

Dr. Kubler-Ross was interviewed by June Ramos and Celeste Fraser, Staff Assistants of the ERIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium.

Kubler-Ross: I grew up in Switzerland which seemed like an island of peace surrounded by war. When I was thirteen years old, I promised myself I would do something to help prevent this kind of holocaust from reoccurring. So the day the war was over, I began traveling through Poland, Russia, and Germany doing relief work. And then I saw the concentration camps! In one, 936,000 children were killed. Children! When you smell the concentration camps, when you see the gas ovens and the crematoriums and the trainloads of baby shoes, you cannot ever, ever forget that. The issue is not so much death and dying, but how do you raise a child to become a meaningful, beautiful, caring, loving, peaceful person? I've been studying that ever since. Dying patients look back at their lives and separate what is meaningful and what is not meaningful.

Question: Can you describe your involvement in bringing death and dying to the attention of the general public?

Kubler-Ross: We have interviewed over a thousand people during the last eleven years. In the first five years they were almost exclusively adults; in the last years, almost all children. Few people are comfortable talking with children about death and dying. Our interviews include not only children who are losing a loved one, but children who are dying themselves. It is beautiful how children can come to grips with death if they have one grown-up who can talk about it without making it a nightmare.

Question: Most people naturally fear death. What has spurred the current interest in death and dying?

Kubler-Ross: Ultimately, it's because of our own destructiveness. We have become so destructive as a society that if we were to continue as we have in the last thirty years, the issue would become a "to be or not to be" question, not only for our nation, but for the whole world. We have become terribly destructive with our resources which we need for survival. If we do not face our own destructiveness, there will be no life possible for our children and grandchildren.

Question: Do you think people are beginning to face that fact?

Kubler-Ross: Oh yes. Our young generation has already faced the issue of our own destructiveness. That is why so many of our young generation reject everything in our society now. We judge this as negative; however, I see it as a very positive confrontation with reality. I'm thinking about water, pollution, trees, forests, and mineral resources, but that's only one side. The other side is our destructiveness in terms of nuclear weapons and war. We killed 250,000 in Nagasaki and Hiroshima alone. This could happen here. If there were another nuclear war, there would virtually be no tomorrow for our children and grandchildren, not because every city would be destroyed, but because of the effects of radiation. So unless we face our own destructive-

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ness now, which is like one minute to twelve, we have no chance. I think it's the young generation, probably triggered by the war in Vietnam, that is facing the reality. And I'm really, really proud of them.

Question: Do you think because the younger generation has recognized this destructive force, they can more easily cope with death and dying?

Kubler-Ross: Simply facing the reality of a death-denying society does not make it easier. The next step is to find ways of coming to grips with it, and the younger generation is really trying to do that. This is evidenced when I speak at colleges. The majority of people who attend are young people.

Question: Do you feel that death and dying should be taught in the classroom?

Kubler-Ross: The younger the better! I started teaching it in medical schools and colleges. We then started it with high school students, who are very receptive and ready for it. Recently I talked to fourth graders; it is beautiful how fourth graders can talk about and understand issues of death and dying. So I think if you can reach fourth graders and talk with them about death, without lecturing them, you can do a lot of preventive psychiatry. If people at a younger age would accept death as a normal part of life, they would have a very different appreciation of life. If children are to experience death as a natural occurrence, the first thing we have to do nationwide is take down those stupid signs in hospitals that say "no children allowed." If you avoid the issues of illness, old age, and death with children, they are naturally not prepared. My big dream is that you take most people home to die. We ship old people to nursing homes; grandmas come home for Christmas, and then we ship them off again. This gives the child no experience with old age. We ship patients to hospitals and virtually exclude children from visiting sick people. They naturally must think that something horrible is going on behind those walls. Why can't we share our grief, our fears, our anger, our anxieties? We need to take the mystery out of death, along with the pretense and the lies.

Question: How should death education be taught, and what can a teacher do to prepare for teaching it?

Kubler-Ross: There are very few teachers who are ready, prepared, and educated to teach about death. Teachers who have such a terribly important role in the life of the future generation are the first ones who should be taught. There are no courses for instructors per se. Ten years ago we had the first interdisciplinary course on death and dying, the only one in the country. Last year in the United States alone there were twenty thousand courses on the care of dying patients. Although some were only one-day lectures, there are still a lot more now than there were ten years ago. I now offer one-week, in-depth workshops throughout the country. Almost every workshop has one or two teachers who then return to their schools, hopefully better equipped to deal with students who experience a death in their family.

Question: If a teacher is not adequately prepared to deal with a course in death and dying, could this have adverse effects on the student?

Kubler-Ross: You have the same problem when you teach sexuality in schools, or even math. It's the same with every kind of teaching; you have good teachers and bad teachers. Children are much healthier and less vunerable than we think. We are really not that powerful to do permanent damage.

Question: Do you think it would be helpful to include families and communities in a death education program?

Kubler-Ross: The ideal would be open sessions in the community. Parents could also react to the idea of death education being introduced into the schools. Those who would want to veto it would have the opportunity. I think once they see that it can be taught in a nonmorbid way, grownups would have much more trust and confidence in educators teaching their children about death.

Question: Do you think death education conflicts with religious training?

Kubler-Ross: I don't think so. It depends greatly on how it is taught. There is enough material to talk about death and dying in candid, universal, and humanistic language. Christians can then translate this into Christian language and non-Christian children can translate it into their own languages.

Question: Aside from your books, what resources are available for teachers who wish to teach about death and dying?

Kubler-Ross: There is a tremendous list of books too long to elaborate, but I think one of the most brilliant ever written on death and dying is Ernest Becker's book, *The Denial of Death* (New York: Free Press, Division of Macmillan, 1973). We also have a set of teaching tapes that are used in a lot of high schools. *(For more information, write directly to Dr. Kubler-Ross, 1825 Sylvan Court, Flossmoor, Illinois 60422.)*

Question: If more courses were offered in death education, and as a result, people began to accept their own death, would this change the texture of our society?

Kubler-Ross: Absolutely. There would be much less destructiveness. People would change their values fantastically. Society would become much less judgmental, destructive, and materialistic. People would take on the values my dying patients have when they come to grips with death and dying. A man at the end of his life looks back and says, "You know, I worked very hard, I moonlighted, I made a lot of money, I got a bigger car and a nicer house. I never had time to get to know my children." If this man could relive his life, he would be happy with a small house and would probably take an afternoon off and go fishing with his son. The last thing he will remember when he dies is what had meaning in his life--and that will be the afternoon he went fishing with his child. If people would come to this knowledge earlier, they would live this kind of life much earlier. They would then raise children who are less competitive, less materialistic, less destructive, and I think our society would be a much different one.

Reproduction, in whole or in part, of this interview is strictly prohibited without written consent of Dr. Kubler-Ross. Copyright pending, November, 1975.

This *Looking At* bulletin was prepared by June Ramos and Celeste Fraser.

Planning A Course On Death Or Aging?

Here are two examples of how teachers have treated the subjects of death, dying, and old age in their classes.

-Death as Reality

Realizing that all students have to confront death at some time, Alex Kramer, Director of Curriculum at Moon High School, Coraopolis, Pennsylvania, created a program which gives students an opportunity to study death and the process of dying as integral parts of life. John Franchick presently teaches this course. The program's goals, designed specifically for a behavioral science class of juniors and seniors, are to promote realistic attitudes about death and to dispel myths and fears associated with death in our culture.

To achieve these objectives, death is studied from several perspectives and in varying contexts. Students are visited by doctors, nurses, ambulance attendants, a mortician, and a coroner, all of whom deal with different aspects of death. They read letters from wartime soldiers who continually faced the probability of their own death. Students tour cemeteries, hold class discussions on topics such as euthanasia and cryonics, and compare the responses of various religious groups to death. The treatment of death and dying in America is compared with the practices in other cultures through the use of films and readings.

To evaluate the course, the teacher requires students to answer a questionnaire concerning their attitudes about death at the beginning of the course and again at the end. Student responses to the questionnaires reveal that by treating death as a fact of life, class participants are better able to discern reality from cultural conditioning. The students also report that they fear death less and appreciate life more.

A free man thinks of nothing less than of death, and his wisdom is not a meditation upon death but upon life. - Spinoza

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-Aging as Reality

Just as most students receive virtually no formal preparation for death and dying, many are also educationally naive about death's usual precursor--aging. To help fill this void, Fran Pratt and George Frost at Acton-Boxborough Regional High School in Acton, Massachusetts, have developed a minicourse for teenagers on social gerontology (the study of the social rather than the physiological aspects of old age). The teachers believe young adults must not only be prepared to face their own mortality and the eventual death of their loved ones, but they must also develop a positive understanding of the elderly and aging. A phenomenon of our society is the chasm between the young and the old in all aspects of life. The Acton-Boxborough curriculum, which is designed to supplement an anthropology or sociology course, provides students with a means for bridging this gap.

The sources used to study gerontology are senior citizens themselves. Through a series of social activities and discussion sessions, the students and the older participants are given an opportunity to get to know each other by exploring attitudes and values. This direct contact is intended to help break down the many stereotypes young people have about older people, the process of aging in general, and the preparation one makes for dying. The contacts have also helped the senior citizens reevaluate their attitudes about today's young people.

To empathize with some of the problems facing the elderly, students role play aged persons who can manage only with walkers; they block out a daily schedule for a 74-year-old man; they plan a monthly budget based on bills, pension, and social security payments; and they write essays on their hopes and expectations for their own later life.

By the end of the course, students have learned that growing old is not something to dread; that older people are old only in body; that being 60 does not mean senility, dependence, and death; and that senior citizens, like people of all other ages, are worthwhile members of society.

Where Do You Begin?

The following curriculum materials represent a sampling of the resources available for teaching death and dying at elementary and secondary levels. Please contact the publisher directly for more information on price and availability of multiple orders.

Books

Bender, David L. ed. *Problems of Death: Opposing Viewpoints Series.* 1974. Greenhaven Press, Box 831, Anoka, Minnesota 55303. $2.25. Part of the *Opposing Viewpoints Series,* this volume for secondary students examines abortion, euthanasia, capital punishment, suicide, and American funeral practices as controversial issues. The point-counterpoint format used in illustrating the varying perspectives on death is designed to stimulate class discussion and individual critical thinking.

Dobrin, Arnold. *Scat!* 1973. Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, New Jersey, 07632. $0.95. For elementary students, this insightful and sensitive book looks at an eight-year-old boy's perceptions of living and dying in response to the death of his grandmother.

Fassler, Joan. *My Grandpa Died Today.* 1971. Behavioral Publications, Inc., 72 Fifth Ave., New York, N.Y. 10011. $5.95. Part of a series of elementary books on psychologically relevant themes for small children, this is a story about the love shared by a boy and his grandfather. When his grandfather dies, David tries to understand death and in the process learns a bit more about life.

Continued on Page 4

books con't.

Rotering, Robert, ed. *To Love Forever. Thoughts on Death and Life.* 1971. St. Mary's College Press, Winona, Minnesota 55987. $3.25. Through thoughtful reflections, essays, poetry, and pictures, this book for elementary students illustrates various positive feelings about death as part of life, and in so doing, helps erase some of the fears associated with death. Rather than dwelling on fear of death, the book emphasizes the rewards and richness of living.

Multimedia

Death--An Invention of Life from *The Science of Life: A Filmstrip Series on the Social Implications of Biology.* Biofilms, RD 1, Box 192, Easton, Maryland 21601. $32.00 filmstrip/cassette. This series is composed of nine audiovisual minicourses which are designed to help secondary students integrate the biological, social, and cultural aspects of life as an interdependent system. One of the films, *Death-- An Invention of Life,* focuses on the evolution of death--not simply a linear representation of man's social and biological development, but a panorama of the total ecological unfoldment of life and death from the mortality of whole species down to the extinction of single cells.

Living with Dying. The Center for Humanities, Inc. Two Holland Ave., White Plains, N.Y. 10603. $99.85. Through the case studies in this audiovisual minicourse, secondary students get a look at some of the ways people deal with mortality; they see the stages of rationalization and the final calm acceptance of one's own death. In its realistic approach, this filmstrip attempts to reduce the anxiety associated with death by stressing death as a natural part of life, as a part of every living thing's life cycle.

"Playing Dead" from *Understanding Changes in the Family.* Guidance Associates, Pleasantville, N.Y. 10570. Complete set (five filmstrips/five cassettes) $74.50. One of five filmstrips for elementary students on personal change, *Playing Dead* not only offers factual information on death but a simulation of dying which allows children a chance to air their own emotions and anxieties about death. Other titles in the series include *What's a Family?, Little Brother, Big Pest!, We're Adopted!,* and *Not Together Anymore.*

The Ending. Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, N.Y. 10591. $26.00 filmstrip/cassette. Dramatized in the audiovisual kit is the story of a teenage girl who helps an old man cross the street. Students are then encouraged to contemplate aging and consider an older person's response to his or her own impending death.

ERIC DOCUMENTS

The documents abstracted below are available from ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Microfiche and/or hardcopy prices are given for each document. We suggest you refer to the complete abstract in *Resources in Education* before ordering.

There is a vast amount of material available on death and dying. But how do teachers find minicourses or materials dealing with curriculum development that are appropriate for the children in their classrooms? The following ERIC documents can aid teachers in researching and developing death curricula.

ED 093 782. *Death and the Curriculum.* By Roger V. Bennett. Paper presented at the American Educational Research Association meeting, Chicago, 1974. 18 p. EDRS Price: MF-$0.76; HC-$1.58. This study was designed to discover the reason for the existence of a significant void in the area of death education. It also offers guidance in designing a conceptual framework for planning and evaluating death education; determining a need for incorporating death education into elementary and secondary curricula; evaluating the feasibility of designing curricula on death and dying; and implementing and disseminating death curricula.

ED 101 371. *Death in Current Children's Fiction: Sociology or Literature.* By Marilyn Apseloff. Paper presented at the Forum on the Criticism of Children's Literature of the Midwest Modern Language Association, St. Louis, 1974. 17 p. EDRS Price: MF-$0.76; HC-$1.58. The mass production of books dealing with hitherto taboo subjects for children is a growing trend in children's literature. This paper examines the treatment of death in current children's fiction and reveals the difficulties inherent in critically judging such books. Four books are analyzed for the sociological and psychological attitudes they take toward death, as well as their literary value in terms of style, plot, and characterization.

ED 082 853. *Talking About Death with "Normal" Children (Research Strategies and Issues).* Gerald P. Koocher. 1973. 6 p. Available from Dr. Gerald P. Koocher, Developmental Evaluation Clinic, The Children's Hospital Medical Center, 300 Longwood Ave., Boston, Mass. 02115 (Free of charge). Also available from EDRS: MF-$0.76; HC-$1.58. This paper discusses some of the issues (beyond the methodological considerations) involved in studying children's ideas about death and the relationship of these ideas to the children's cognitive development. The three aspects discussed are: 1) problems involved in getting permission from the dissertation research committee, the school principal and camp director, parents, and the children themselves; 2) deciding what questions to ask and how to ask them; and 3) determining ways to cope with possible stresses and unpleasant aftereffects which might arise from discussions about death with children.

ED 101 664. *The Treatment of Death in Contemporary Children's Literature.* Carol E. Romero. Master's Thesis, Long Island University, 1974. 77p. EDRS Price: MF-$0.76; HC-$4.43. To evaluate the treatment of death in children's literature and to compile a bibliography of books related to this theme, research was done on current juvenile fiction and on children's concepts of and reactions to death. Most of the books investigated were found to be valuable in acquainting the young child with wholesome death concepts, psychologically valid, and reflective of accepted social attitudes toward the subject.